

# Lincoln County School District Path to Recovery Plan

Level of Community Spread (as determined by state and local health officials)	<p style="text-align: center;"><b>Substantial Spread</b> RECOMMENDATIONS</p> <p style="text-align: center;">Phase 1</p>	<p style="text-align: center;"><b>Minimal/Moderate Spread</b> RECOMMENDATIONS</p> <p style="text-align: center;">Phase 2</p>	<p style="text-align: center;"><b>Low/No Spread</b> RECOMMENDATIONS</p> <p style="text-align: center;">Phase 3 (no current state guidance)</p>
<p><b>Practicing Prevention</b></p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols</li> <li>Encourage COVID-19 testing</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>How to Protect Yourself and Others</li> <li>COVID-19 Symptoms</li> <li>COVID-19 and Children</li> <li>Communication Tools</li> <li>Center for Disease Control Guidance for State and Local Health Officials and School Administrators for School Responses to Flu.</li> </ul> <p>Crisis Contacts:</p> <p>Rural Mobile Crisis Response Team (RMCRT) (702) 486-7865 Safe Voice: 1-833-216-SAFE (7233) <a href="http://safevoicenv.org/">http://safevoicenv.org/</a></p> <p>Lincoln Counseling and Supportive Services (LCSS) (775) 962-8089 Grover C. Dills Medical Center (GCDMC) (775) 726-3171</p> <p>Nevada Department of Education Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings <a href="http://www.doe.nv.gov/uploads/Files/ndedoenvgov/content/News_Media/Press_Releases/2020">http://www.doe.nv.gov/uploads/Files/ndedoenvgov/content/News_Media/Press_Releases/2020</a></p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings</li> <li>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas</li> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>Clean/disinfect frequently touched surfaces at least daily and shared objects after each use</li> <li>Provide masks and other appropriate PPE to staff and students*</li> <li>Allow students and staff to bring hand sanitizer and face masks/coverings to use from home</li> <li>Take steps to ensure all water systems and features are safe</li> <li>Turn off water fountains and allow students and staff to bring water bottles from home.</li> <li>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.</li> <li>Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings.</li> </ul> <p>*District will follow state directives.</p>	

	<p><a href="#">Documents/Nevada Path Forward.pdf</a></p> <p>Return to School</p> <ul style="list-style-type: none"> <li>Established a Return to School Committee</li> <li>Roadmap for Wellness</li> </ul>		
<p><b>Transporting Students</b></p>	<p>School buildings are closed:</p> <p>No transportation</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Provide hand sanitizer for students and bus drivers</li> <li>Provide face masks for bus drivers; allow students to wear face masks/coverings</li> <li>Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)</li> <li>Pick up students at school locations when possible, to easy staff assisting with temp checks</li> <li>Eliminate field trips</li> <li>Clean and disinfect frequently touched surfaces on the bus at least daily</li> <li>Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households</li> </ul> <p>CDC Guidance</p> <ul style="list-style-type: none"> <li>What Bus Operators Need to Know</li> </ul>	
<p><b>Entering School Buildings</b></p>	<p>School buildings are closed; districts should require only that essential staff report in-person to carry out functions that are absolutely necessary.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements</li> <li>District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures</li> </ul> <p>Nevada Department of Education Nevada's Path Forward: A</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)</li> <li>Mark spaced lines to enter the building and designate entrance and exit flow paths</li> <li>Screen students and staff (to the extent practicable):</li> <li>Take temperatures ideally before entering buildings</li> <li>Isolate and send home if internal temperature over 100.4°F (38°C)</li> <li>Consider safety and privacy concerns (confidentiality should be maintained)</li> <li>Establish a protocol for visitors/volunteers: calling the front office before entering, screening visitors,</li> </ul>	

	<p>Framework for a Safe, Efficient, and Equitable Return to School Buildings          LCSD Emergency Operations Plan -2020</p>	<p>requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers</p> <ul style="list-style-type: none"> <li>Establish a protocol for student pick/drop up: staggered entry and release (by grade, family, etc.)</li> </ul>	
<p><b>Serving Meals</b></p>	<p>School buildings are closed.</p> <p>District/School Considerations:          Practice established social distancing protocols.          Provide PPE to participating staff</p> <p>NDE Guidance          Nevada Department of Education          Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings          *Subject to USDA meal waiver approval</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Allow student hand washing before and after meal service</li> <li>Provide hand sanitizer for students and staff</li> <li>Use disposable plates, utensils, etc.</li> <li>Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use</li> <li>Conduct cleaning of cafeterias and high-touch surfaces throughout the school day</li> </ul> <p>Alternative Serving Models:</p> <ul style="list-style-type: none"> <li>Serving meals in classrooms</li> <li>Serving meals in cafeterias with:             <ul style="list-style-type: none"> <li>Spaced serving lines (marked on floors)</li> <li>Spaced seating (utilize outdoor space as practicable and appropriate)</li> </ul> </li> <li>Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)</li> <li>Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.</li> </ul>	
<p><b>Transitioning</b></p>	<p>School buildings are closed.</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Limit mixing between groups (to the extent practicable)</li> <li>For class changes and other transitions throughout the school day: Provide additional time for transitions (utilizing state seat time waiver to extend transition period)</li> <li>Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students</li> <li>Plan staggered class (ex: by hall, odd/even room numbers, grade)</li> <li>Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)</li> </ul>	
<p><b>Conducting Large Group Gatherings</b></p>	<p>School buildings are closed.</p> <p>District/School Considerations:          Abide by the maximum number of people allowed to congregate</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>Comply to the maximum number of people allowed to congregate as defined</li> </ul>	

	as defined by the Governor's current statewide Executive Order	by the Governor's current statewide Executive Order <ul style="list-style-type: none"> <li>• Discourage the congregation of students in parking lots and common areas</li> <li>• Stagger the schedule for large group gatherings (i.e. recess and school meals)</li> <li>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</li> </ul>	
<b>Supporting Teaching and Learning</b>	<p>School buildings are closed.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>• Implement a Distance Learning Plan/Empower LMS</li> <li>• Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Digital Learning Plan template (Empower LMS, Modern Teacher)</li> <li>• Deploying Devices, Ensuring Connectivity, and Expanding Access</li> <li>• Distance Learning Resources</li> <li>• Individualized Digital Learning Plan for students with disabilities</li> <li>• Educator's Guide to Safe and Effective Video Conferencing (Education Week)</li> <li>• LCSD WiFi locations across Lincoln County</li> <li>• Equity Considerations During and After COVID-19 School Closures</li> <li>• Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators</li> <li>• Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers</li> <li>• Nevada Department of Education Nevada's Path</li> </ul>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>• Survey families to gauge which students may want to conduct their schooling virtually with LCSD Distance Education Program for the 2020-2021 school year; schools will offer their own online curriculum through LMS/Summit (Emergency Distance Education) or enroll students through LCSD Regular Distance Education Program (OdysseyWare/Edgenuity)</li> </ul> <p>Traditional Instructional Model</p> <ul style="list-style-type: none"> <li>• Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision.</li> <li>• Use the master schedule to balance class numbers as much as possible</li> <li>• Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)</li> <li>• Limit physical interaction through partner or group work</li> <li>• Establish distance between the teacher's desk/board and students' desks</li> <li>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</li> <li>• Establish an academic baseline: Administer formative assessments toward the start of the school year (NWEA MAP)</li> <li>• Conduct meetings with teachers to identify where students are academically</li> <li>• Use Social and Emotional resources</li> </ul> <p>Hybrid Instructional Model</p> <ul style="list-style-type: none"> <li>• Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on daily</li> </ul>	

		<p>routines and social interactions to address their individual learning needs</p> <ul style="list-style-type: none"> <li>• Employ Hybrid when students or classrooms need to be home due to illness or COVID testing.</li> <li>• A/B schedules- only if absolutely necessary Alternating Days: Group A Students – Monday/Wednesday and Group B Students – Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, ‘off’ day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable</li> </ul>	
<p><b>Supporting Teaching and Learning</b></p>	<p>Professional Learning for Teachers</p> <ul style="list-style-type: none"> <li>• Empower LMS training</li> <li>• ModernTeacher PD</li> <li>• Supporting Students with Disabilities/Language Learners Online</li> </ul> <p>American School Counselor Association</p> <ul style="list-style-type: none"> <li>• School Counseling During COVID-19: Online Lessons and Resources</li> </ul> <p>School Library Media Specialists</p> <ul style="list-style-type: none"> <li>• School Media Specialists Can Help During Crisis (School Library Journal)</li> <li>• Digital Resource Ideas (GLMA)</li> </ul>	<p>Professional Learning for Teachers</p> <ul style="list-style-type: none"> <li>• Empower LMS training</li> <li>• Modern Teacher PD</li> <li>• Supporting Students with Disabilities/Language Learners Online</li> </ul> <p>Prepare for potential future distance/remote learning by increasing current blended learning:</p> <p>Develop a digital learning plan</p> <p>Integrate virtual learning practices:</p> <ul style="list-style-type: none"> <li>• digitizing lessons (modern curriculum in Empower LMS)</li> <li>• requiring a certain number of online assignments for each grading period</li> <li>• Provide virtual learning-specific professional learning for educators:</li> <li>• Making the Shift to Online Teaching and Learning</li> <li>• Supporting Students with Disabilities Online</li> </ul>	
<p><b>Protecting Vulnerable Populations</b></p> <p>* Vulnerable Populations -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung</p>	<p>School buildings are closed.</p> <p>See Entering School Buildings for district/school staff guidance.</p> <p>District/School Considerations: Workers Don’t Report to Work Due to COVID-19. Contact Sharon Dirks <a href="mailto:sdirks@lcsdnev.com">sdirks@lcsdnev.com</a> for employee interactive process.</p> <p>Nevada Department of Education Nevada’s Path Forward: A Framework for a Safe, Efficient,</p>	<p>District/School Considerations:</p> <ul style="list-style-type: none"> <li>• Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. Contact Sharon Dirks <a href="mailto:sdirks@lcsdnev.com">sdirks@lcsdnev.com</a> for confidential interactive employee process.</li> <li>• Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent</li> </ul>	

<p>disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.</p>	<p>and Equitable Return to School Buildings  <a href="http://www.doe.nv.gov/uploads/Files/ndedoenvgov/content/News Media/Press Releases/2020 Documents/Nevada Path Forward.pdf">http://www.doe.nv.gov/uploads/Files/ndedoenvgov/content/News Media/Press Releases/2020 Documents/Nevada Path Forward.pdf</a></p> <p>CDC guidelines and updates-CDC website and NDE/state guidelines/updates  National Association of School Nurses</p> <ul style="list-style-type: none"> <li>• Role of school nurses, providing care, and participating in return to school planning</li> </ul> <p>Employee Assistance Program available to all staff members</p>	<p>with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <ul style="list-style-type: none"> <li>• Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials</li> <li>• Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations</li> <li>• Adhere to FERPA and HIPPA requirements</li> <li>• Adhere to state and federal employment law and extended leave allowances</li> <li>• Offer an Employee Assistance Program to all staff members</li> </ul>	
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District will follow all state directives and NDE guidance. Board is approving plan with the Superintendent’s ability to adjust as the state or NDE direct local school districts.

## Lincoln County School District

### Path Forward Program for Distance Education School Year 2021

#### Goal

Our top priority is to continue to provide high-quality learning opportunities that are accessible to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities. With these goals in mind, our District reopening plan, and the school plans that are derived from it, will comply with the most current guidance from national, state, and local government authorities who are providing guidance around best practices for reopening schools. This means that we will have to allow for flexibility in a situation that is ever-changing. There will be plans in place to allow for in-person instruction, hybrid instruction and distance instruction when school starts in August.

#### Teacher Training & Support

LCSD plans to have the Empower Learning Management System (LMS) ready by teacher start date, 8/13/20. The LMS will provide an online platform which will house learning plans and student resources that can be accessed from anywhere that has an internet connection. The use of the LMS and Summit Learning will provide teachers and students support in implementation of a hybrid and/or distance education model that will continue high-quality teaching and learning in a variety of settings.

### Adjusted Student Start Date:

• Students will start on August 26th. State approved Professional Development days counted as days in session: August 18, 19, 20, 24, and 25. Licensed staff and instructional support professionals will engage in professional learning with the 5 additional Professional Development days the state will allow as counted in session. Training will consist of:

- training on the use of the LMS,
- developing and loading learning plans in the LMS,
- training on virtual playlists using the LMS or Summit,
- training on health and safety requirements related to COVID-19 and other illnesses and
- training on social and emotional wellness of staff and students.

### **Distance Education**

The Distance Education Path Forward for Lincoln County School District, which includes both the hybrid and the total distance education options, is intended to be used if:

- a student cannot return to the school setting because of health reasons,
- a student or group of students are quarantined on the advice of local public health officials,
- a hybrid learning model is necessary to accommodate social distancing requirements while providing instruction to all students,
- a school wide or district wide closure is ordered, or the
- in the event we are required to transition between in-person instruction, full-time distance education, and hybrid learning models, as necessitated by public health conditions and/or student health needs

Hybrid Learning - is defined as any arrangement under which a school district or charter school is providing in-person instruction concurrently with distance education either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios under which all students are alternating between in-person instruction and distance education on a regular schedule.

### **Parent Choice within the hybrid model**

- For families of middle school and high school students that choose the hybrid model, they will have an additional choice of remaining in their hometown for in-person support. Both Pioche Elementary and Caliente Elementary are willing to supervise students while they receive their virtual instruction from the middle/high schools of their choice.

### **Attendance**

The attendance requirements for Path Forward Programs of Distance Education are adapted from distance education course attendance requirements in NAC 387.193. These requirements apply when a district/school is offering full-time distance education to all students; NDE will be working with district and school leaders to determine an approach and promulgate guidance regarding attendance in hybrid learning models. Currently, there are three ways a pupil may demonstrate attendance in distance education:

- 1) The pupil makes regular weekly progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; and/or
- 2) The pupil participates in a real-time class session; and/or
- 3) The pupil meets with, or otherwise communicates with, a licensed teacher or licensed substitute teacher who is able to discuss the pupil's progress in the course.

If the pupil demonstrates any one of the three criteria, the pupil is considered present for the whole week. If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the whole week. Infinite Campus will be used for recording of contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system. The schools will track student attendance and engage parents/families regarding the importance of attendance in a distance education setting.

### **Food Service**

Students will receive access to the nutrition services to which they are entitled in both the hybrid and distance learning models.

### **Transportation**

#### **Non-bus option**

As a way to allow middle school and high school students in the Northern part of the county to remain in their hometowns, thereby avoiding the need to bus, there will be opportunities for those students to choose a hybrid model of learning in which they can receive in-person support from licensed teachers/paraprofessionals during the school day within the elementary school setting, while being engaged in the instructional components offered in the hybrid models in the middle school/high school of their choice.

### **Bussing**

In order for the District to transport students to and from school morning bus stops for student pick-up will be located on school property in order to facilitate temperature checks prior to boarding the bus (Caliente Elementary School and Pioche Elementary School),

- students will have their temperature checked prior to boarding (those with a temp greater than 100.4 will not be allowed on the bus),

- students and bus drivers will wear cloth masks or face shields, and
- Protocols at the time of school start will dictate how many students will be on the bus
  - students from families living in the same household will be allowed and asked to sit together

**Standard Operating procedures for teachers of hybrid or distance learning models:**

A licensed teacher will contact and provide instruction to every student on a daily basis via electronic means or telephone.

When utilizing Zoom or other virtual platforms, teachers will ensure their manner of dress and the environment from which they are teaching meet the professional standards of the regular classroom.

Teachers will develop plans to meet the educational needs of all students, including students who: have Individualized Education Programs, 504 plans, and are English Learners.

Teachers will plan for all students to have the opportunity to access and participate in high-quality hybrid and/or distance education. Such access may include the use of/access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology.

Licensed teachers and/or licensed substitutes will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

Parents will receive regular updates (weekly minimum) regarding the school's implementation of hybrid and/or distance education.

Determine students' academic and social-emotional needs resulting from the COVID-19 pandemic and provide interventions and support as necessary.

Provide assistance and advice to parents/families so they can support students participating in distance education.

Grading will be consistent with current school handbook and procedures

**Standard Operating Procedures of the students:**

Will be set by school in accordance with grade level.

